



MULTIPLE INTELLIGENCE, TEACHER COMPETENCY & SELF-ESTEEM OF SCHOOL TEACHERS

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ABSTRACT

The objective of the research study was to find out whether there is any existing relationship between Multiple Intelligence, Self-Esteem and Teacher Competency of Secondary School Teachers of Patna District, Bihar, India. The methodology used was the survey method with a self-constructed and standardised validated test. The tests were : (1) The Multiple Intelligence Test a standardised test by Howard Gardner. (2) Teacher Effectiveness scale constructed by researcher. (3) Self-Esteem Test –A standardised test by M.J. Sorensen. These tests were administered to 500 randomly selected Secondary School Teachers working in schools of Patna, Bihar, India. The data were analysed by employing Mean, Standard Deviation, t-test, Product moment Coefficient of Correlation, &ANOVA. The findings of the study were: (1)There is no significant difference between Male & Female Secondary School Teachers in their Teacher Competency but there is significant difference between Male & Female Teachers in their Multiple Intelligence. (2)There is no significant difference between Govt. &Pvt. Secondary School Teachers in their Multiple Intelligence but there is a significant difference between Govt. & Pvt. Secondary School Teachers in their Teacher Competency as well as Self-Esteem. (3) There is a significant positive relationship between Multiple Intelligence and Teacher Competency of Secondary School Teachers. (4)There is significant positive relationship between Multiple Intelligence and Self-esteem of Secondary School Teachers. (5) There is a significant positive relationship between Teacher Competency and Self-esteem of Secondary School Teachers.

KEYWORDS: Multiple Intelligence, Self-Esteem, Teacher Competency & Secondary School Teachers.

1. INTRODUCTION:

As we all know the concept of “*intelligence*” is a highly discussed topic for everyone”. In our day to day life, we define intelligence. But the definition varies from person to person. A teacher has its own definition: a student has its own definition of intelligence. Monarchic theory defined intelligence as one factor, a store of intellectual knowledge. Multifactor theory considered it to be a combination of several independent (separate) elements or factors. Spearman's Two- factor theory involves a general factor 'g' and specific factor 's'. The general factor 's' is commonly present in all cognitive functions whereas 's' specific factor belongs to specific (independent) functions. Thus, both the theories hold two extremes. The description of intelligence is based upon one's ability to understand, to think, to solve day today problems and make proper adjustment in the socio-cultural environment. It is also the ability to benefit from the past experiences. According to *Robert Sternberg (1985)* a learner's cognitive functioning depends upon the efficacy to process knowledge (information)(Asthana Bipin2010) Cognitive knowledge includes information- processing meta-cognitive, executive performance, He further provides the example of people who are quite talented in one area and not in others. In that way, remarkably like *Gardner's theory of Multiple Intelligence*, Sternberg has not focused on single independent intelligence; but developed components of intelligence in the learner to be successful in all the work they perform. According to *Thorndyke* the intelligence can be compared with skills and several functions which may come under the same kind of ability. So, he refuted the theory of General intelligence. According to him the general (common) term does not exist intelligence, but in the nature of the work they accomplish. The positive correlational study between various tests exhibit the fact that some of the features are common in all the tests even they are called as measures of different aspects. So, Thorndike introduced a new term common factor and thoroughly rejected Spearman's two –factor theory. The term common factor is involved in all the work a human being accomplishes in some amount such as bodily-kinaesthetic, spatial, linguistic & logical-mathematical abilities (Asthana Bipin 1991). *Howard Gardner*, an American developmental psychologist of Harvard University gave an entire new concept of intelligence, in his theory of multiple intelligence”. It was almost eighty years after the development of first Intelligence Test by psychologist Alfred Binet his famous book “Frames of Mind” was released. The Multiple Intelligence theory (1983) provided a broad frame to intelligence. According to him any individual has multiple domains of knowledge which are mainly of seven types and function independently. They are Existential, Naturalistic, Intra-personal, Interpersonal, Spatial, Bodily-Kinaesthetic, Musical, Logical-mathematical & Linguistics.

Through his theory Gardner proposed a broad view of human potentials, extending from linguistic and logical-mathematical abilities on the one hand, to interpersonal and intrapersonal abilities on the other. However, as far as the broader and global assessment of intellectual competencies and abilities is concerned there is enough truth in the assertion of Gardner's theory that knowledge of at least seven types of intelligence is essential for the true assessment of one's level of intellectual functioning.

Quite dissimilar to traditional educational system which mainly focuses on and

assesses cognitive and associative abilities of learners multiple intelligence theory aims at the holistic development of individuals in the light of the demands that to be developed and assessed during the process in any educational system. The theory suggested for teacher assessment to be qualitative and quantitative to holistically evaluate knowledge, concepts, pedagogy, attitude, interest of the teachers. Hence assessments of multiple intelligence of teachers were found to be significant (N.C.F.T.E.2009).

Educationists from exceedingly early were emphasising that a standard and single form of education cannot cater with the diverse and different natures of learners. Everyone according to Gardner is stronger in one or more types of intelligence and so talented differently. So, evaluating them in a same way actor to a cricket player and saying that former is not a good cricketer and then latter is not a good actor. As teachers we always look at what our students are not good at. Our evaluation patterns systematically help us to find the weaknesses of our students. Thus, the present theory rejects the theory of one type of intelligence, determining that there are several separate mental abilities in a human being. This changed theory helps in providing richer picture about students as well as teacher's abilities and possible successes Multiple Intelligence theory thus provides more diverse learning experiences, to learn each topic, and to be prepared for success in a world full of diversity. As every teacher may have a preferred way of teaching strength, by using their teaching style (in the form of MI) a teacher should match the learner's diverse abilities and attitudes. It provides them with interesting styles that can be used with different stimulation and help them to recognize the dominant intelligence of students and can utilise their intelligence to guide their learning by encouraging their strengths.

1.1 Need & Scope of the Study:

Teaching is not a simple professional activity; its effectiveness can be increased or diminished by several factors which includes environment, curriculum, institutional and educational system, leadership, policy, programmes, and student assessment (Anderson2004). The contribution of teachers is indispensable in motivating students towards their desired goals. But the multiple intelligence of teachers has not been recognised or given much attention. Some similar variables, such as emotional intelligence is vastly studied for research purposes. (Chan 2004; Moafian and Ghanizadeh,2009; Rastegar and Memarpour,2009). With the growing emphasis given to child-centred education according to the need and interest of learners in recent scenario, the teachers should be sufficiently competent and efficient enough to meet the variety of student's needs. (Tschann Moran & Woolfolk Hoy,2001) and consequently to promote the level of student's achievement. (Cantrell, Young & Moore, 2003). Traditional Intelligence theory unlike Multiple Intelligence theory is a measure of one's logical-mathematical and linguistic ability. According to Howard Gardner the concept of intelligence is a “biological psychological capacity to process information in any cultural setting to solve problems or create products.” (Gardner, 1999, pp 33-34) Most of the studies in the field of multiple intelligence or teacher competency have been conducted from the learner's perspective, and learners played an important role in investigations. The application of multiple intelligence (MI) can be a structured way to understand the holistic nature of

learner's diversity (Christon, 1996; Arnold and Fonseca, 2004). Multiple Intelligence theory opens the door to a wide variety of teaching techniques that are new in the teaching-learning situations. It offers teachers an opportunity to develop an innovative teaching for each and every one. It should be in collaboration with students and teachers. This makes assessment system more interactive and unbiased. The strategies used are in a variety, constructive and mutually interactive. The assessment strategy based on Multiple Intelligence provides multiple ways to evaluate students. Multiple Intelligence theory broadens the assessment arena; and provides a wide range in which a learner can exhibit his competence. In a way multiple intelligence provides a thorough evaluation of the strengths and weaknesses of the learner. This way of assessment technique is quite helpful for a teacher in assessing student learning styles which in turn helps the teacher to employ various teaching methods. A conclusion can be drawn is that the teachers should be well-versed in the teaching subject as well as the students learning styles to help them in teaching-learning process. The teaching and learning process becomes more enjoyable and effective experience for the students. Several studies on the Multiple Intelligence are in the nascent stage and are evolving gradually. A research study on this topic is a worthwhile endeavour. Knowledge related to multiple intelligence theory is any day a welcome in the arena of Teacher's training as it helps the teachers to develop their strength and overlook the weaknesses. Intellectual abilities and skills in their strength finally help them to adjust the school environment and eventually respect the child's individual difference well and shape and mould them accordingly in the best way. So those, the students can become better citizens of tomorrow. Therefore, there is an immense need to make a study in-depth over Multiple Intelligence. The scope of the study lies in the fact that Multiple Intelligence approach, is helpful in an educational system that evaluates Intelligence only in terms of Verbal – Linguistic and Logical – Mathematical Intelligence, which is not the right way. Multiple Intelligence instruction caters to all the intelligence and provides a variety in a person's performance thus paves the way towards success for all of them. Further, unleashing the self-esteem level of individuals and teachers leads to the productivity and betterment of the environment and finally the progress of the nation.

2. METHODOLOGY:

The present study is a survey research.

1. A thorough study on Teacher Competency and identification of various skills, abilities, activities and understandings related to it were done. For this purpose, various libraries, research books, e-library were surfed, and various available tools were referred. Based on the above findings, the Teacher Competency scale was constructed by the researcher followed by a pilot study to determine the reliability and validity of the tool.

A standardized test of Self-Esteem by J. Sorensen (2006) was used for the measurement of the Self-Esteem. Howard Gardner Multiple Intelligence Scale was used to measure Multiple Intelligence. The data was collected from a population of High school Teachers of Govt. & Pvt. Schools of Patna City. A sample of 500 Secondary School teachers (Govt. & Pvt.) residing in Patna were selected using a random sampling technique. The above twenty-eight (Govt.+Pvt.) high Schools of Patna. It included 267 males & 233 females, 157 govt. & 343 Pvt. Teachers. Among them there were 288 married & 212 Single, 302 undergraduate & 198 postgraduate Secondary School Teachers. All the three tests were administered to the students in different sessions, one at a time. The data collected were scored and treated with appropriate statistical techniques.

2.1 Research Tools:

"Research Tools" are distinctive ways of describing as well as quantifying the data. (Best J.W.Kahn, James 1995) The researcher has used three research tools for the study:

The Multiple Intelligence Test a standardized test by Howard Gardner

Teacher Effectiveness Scale -a tool constructed by researcher with the help of Prof. (Dr.) Father Thomas Varghese (Guide).

Self-Esteem Test: A standardized test of Self-Esteem by M.J. Sorensen (2006)

The Statistical Techniques applied were Mean, t-test, Standard deviation, Co-efficient of Correlation, and ANOVA,

3. FINDINGS OF THE STUDY:

The ultimate purpose of research is to determine the general principles based on the observed and quantified relationship between the Main Variable and the Demographic Variables.

- A. *Multiple Intelligence* In view of the findings obtained it was found that the majority of the Teachers almost 94.2% Secondary School Teachers have obtained a moderate level of scores in all the Multiple Intelligence sub-scales in total. Secondly, in the collected sample 5.8% Secondary School Teachers possessed a High level of Multiple Intelligence. No Secondary School Teacher scored Low level of Multiple Intelligence.

- B. *Teacher Competency* From the result obtained it was found that 41.4% of the Secondary School Teachers have obtained average level of scores in all the aspects of Teacher Competency in total. Secondly, a greater number of students in comparison to below average level of scores has obtained above average level of scores in Teacher Competency. In other words, 8.2% of Secondary School Teachers have obtained low level of scores for Teacher Competency. Almost 50.4% of Secondary School Teachers possessed high level of Teacher Competencies.

- C. *Self-Esteem* The outcomes of the study show that 45.2% of the Secondary School Teachers have obtained High level of scores in Self-Esteem Secondly 30.2% Secondary School Teachers have obtained low level of Self-Esteem. 24.6% Secondary School Teachers have scored moderate level of Self-Esteem.

The findings of the Hypothesis testing in the present study were as follows:

1. There is no significant difference between Male and Female Secondary School Teachers in their Teacher Competency but there is significant difference between male and female teachers in their Multiple Intelligence.
2. There is no significant difference between Govt. and Pvt. Secondary School Teachers in their Multiple Intelligence but there is significant difference between Govt. and Pvt. Secondary school Teachers in their Teacher Competency as well as Self-esteem.
3. There is a significant positive relationship between Multiple Intelligence and Teacher Competency of Secondary School Teachers.
4. There is significant positive relationship between Multiple Intelligence and Self-esteem of Secondary School Teachers.
5. There is a significant positive relationship between Teacher Competency and Self-esteem of Secondary School Teachers

4. CONCLUSION:

The present study reveals that there is no significant difference between Male & Female Secondary School Teachers in their Teacher Competency but there is significant difference between Male & Female Teachers in their Multiple Intelligence. There is no significant difference between Govt. & Pvt. Secondary School Teachers in their Multiple Intelligence but there is a significant difference between Govt. & Pvt. Secondary School Teachers in their Teacher Competency as well as Self-Esteem. So due to better working environment private school teachers exhibit greater self-esteem & Teacher Competency. The present study also concludes that there is a significant positive relationship between Multiple Intelligence & Teacher Competency of Secondary School Teachers. Dr. G. Maheshwari (2017) also tried to find out the relationship between Multiple Intelligence & Teaching Competency of training College teachers and found out that there is a significant positive correlation between Multiple Intelligence & Teacher Competency. This may be since the teachers those who are respected for their abilities, their multiple intelligence, then their sense of self-esteem is likely to increase which will strengthen teacher competency. From this study the researcher concluded and identified that multiple intelligence is also one of the significant contributors of the teacher's competency. Hence training the teachers to use the multiple intelligence in their teaching can be especially useful to enhance the student's learning.

5. RECOMMENDATIONS:

1. The teachers should have awareness of their own prominent multiple intelligence and must utilise accordingly.
2. A thorough knowledge of multiple intelligence is necessary for teachers to utilise them into planning of lessons.
3. Teachers should never display bias or prejudice towards particular intelligence but equally appreciate the different multiple intelligence mastered by the students.
4. The initiatives of teachers towards MI must be appreciated whenever employed in teaching learning practices.
5. Multiple Intelligence can be used as a useful teaching technique to improve teaching and learning effectiveness.
6. The future studies should always be based upon the difficulty in application of Multiple Intelligence in classroom teaching. If carefully observed, video recorded and in-depth interviewed it can be an eye-opener to the problems faced by the researcher.
7. The Multiple Intelligence theory can be applicable to everyone in any field. It can be a remedial method to utilize prominent intelligence of the student to improve learning.
8. Studies on the use of Co-operative learning in the teaching-learning scenario must be encouraged.

9. National policy of Education 2020 is an initiative towards MI by providing flexible choice-based curricula, education in regional language at higher classes and vocational based education at middle school level.

6. EDUCATIONAL IMPLICATIONS:

Multiple Intelligence provide School teachers a vast knowledge to categorize human abilities into diverse ways. Multiple Intelligence theory is to provide a framework to employ creative, exploratory, and trial and error reform. It is not rigid prescriptive pedagogy. So, Multiple Intelligence theory is a tool to plan teaching- learning practices to overcome the challenges faced in education. It enhances learner's self-esteem and success. National Policy of Education 2020 provides choice based courses no science arts or commerce stream. It will surely strengthen the multiple intelligence of learner as the entire curricula is based upon the interest and needs of the learner. No illogical bifurcation of the streams.

Firstly, the student's Multiple Intelligence can be enhanced through a variety of materials and diversified activities. In order to train students listening skill teacher should not limit the students to textbook itself but also involve listening to speeches, short stories, watching animations, using props etc. The students exhibit through listening may be given some written task. Their interest can be increased through keeping English Diaries and writing composition. So the learning process can be improved through; verbal/linguistic, logical/ mathematical, visual/spatial, bodily/kinaesthetic, musical, interpersonal, intra-personal and naturalistic intelligence. Secondly, Retelling can be another module of Multiple Intelligence. It enhances better command over the text.

Thirdly, Teachers should play the key role in enhancing learning through Multiple Intelligence. The teachers should take advantage of their strength and ignore their inability

Fourthly in terms of evaluation the scheme must include students participation in the classroom, the assignment, the performance in various activities as well as in the final examination.

The cynosure of educational Implications of the study is the fact that, any research study on Multiple Intelligences is a warm welcome in the field of Education. Multiple Intelligence is in short brought about a "renaissance", in the field of education; provided a breath of life for the students who are suffocated of the curriculum heavily based on Verbal – Linguistic and Logical – Mathematical Intelligence only.

1. The major implication of Multiple Intelligence study is in favor of the student community. It helps the students to discover their own strengths.
2. The study reveals that all the secondary school teachers possess the multiple intelligence in varying levels. This intelligence can be enhanced through creative workshops, seminar etc.
3. The guidance and counsellor should administer Multiple Intelligence tests at the beginning of primary school so that at middle school as per NPE 2020 the child should select the subjects as per his/her strength in other words based on his effective multiple intelligence. It will help them to select the goals of their life. According to Howard Gardner intelligence is also trainable also to be learnt or developed by providing exposures and opportunities for learning. So, it is necessary that encouragement should be provided in the respective types of Multiple Intelligence to maximize their potential to the fullest.
4. The researcher was inspired to use Gardner's Multiple Intelligence theory in the research study because, if this theory is utilised in the present education system, every child can succeed in their educational pursuits as there are many possible path ways to learning. It is an all-inclusive theory of learning. The highest score of Intrapersonal intelligence indicate that it is the highest and the most common intelligence among the sample selected. This reveals that the students possess self-awareness and can understand their aim of life. These capacities will help them to take charge of their life in the future.
5. The second prevalent intelligence among the students were the Bodily-Kinaesthetic Intelligence; which reveals that they love to learn through movement, playful and physical activities. This stresses the need to include more of practical, hands – on activities and learning by doing methods.
6. The prevalence of Verbal-Linguistic and Logical-Mathematical Intelligence shows that the students are conditioned to the present curriculum.

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